VASSAR COLLEGE LIBRARY
14 JUN 1943

THE UNIVERSITY OF THE STATE OF NEW YORK

BULLETIN TO THE SCHOOLS

May 1943

VOLUME 29 NUMBER 9

THE future of the world is left to highly educated races who alone can handle the scientific apparatus necessary for preeminence in peace or survival in war. I hope our education will become broader and more liberal. All wisdom is not new wisdom and the past should be studied if the future is to be successfully encountered ... Facilities for advanced education must be evened out and multiplied. Nobody who can take advantage of higher education should be denied this chance. You can not conduct a modern community except with an adequate supply of persons upon whose education, whether humanitarian, technical or scientific, much time and money has been spent.

Winston Churchill

COVER PICTURE:

Flags of the United Nations at War Savings Stamp Assembly at Hutchinson-Central High School, Buffalo. Center Seated Figure is Dr Arthur K. Getman, Associate State Administrator in Charge of War Savings in the Schools. With Him Are Principal M. Smith Thomas and Vice Principal Randolph Linderman

THE UNIVERSITY OF THE STATE OF NEW YORK

BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor* A. RANGER TYLER, *Assistant*

This bulletin is sent without charge to all schools and educational institutions of the State. To others it will be mailed postpaid for 50 cents a year, 10 cents for single copies.

Entered as second-class matter September 30, 1914, at the post office at Albany, N. Y., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917, authorized July 19, 1918.

A333m-My43-13,000(21696)*

UNIVERSITY OF THE STATE OF NEW YORK PRESS

The University of the State of New York

Bulletin to the Schools

VOLUME 29 MAY 1943 NUMBER 9

REGENTS APPROVE RESEARCH PLANS

The Executive Budget for the fiscal year beginning April 1st contained the following item: "For services and expenses to conduct research for adapting educational programs to the needs of youth during the war, planning more effectively for the postwar period, and for administering a continuous inquiry into the character and cost of public education .....$30,000."

In accordance with the purpose of this appropriation the State Education Department has formulated a program of research in higher education. Specifically the Department proposes an inquiry into the nature of the task of higher education in New York State for the postwar period. The issues to be studied have been formulated through joint sessions of the staffs of research and higher education. In stating the issues the Department group has assumed that it should consider all forms of education which require high school graduation for admission. The proposals formulated by the Department staff have been submitted to the College Council, to the Commissioner's Cabinet and to the Regents committee on research and were approved by the Board of Regents April 16th.

A tentative statement of the issues to be studied follows: (1) What will be the number and characteristics of students wanting higher education in the immediate postwar period? These will include those discharged from the armed forces, those released from industry and new high school graduates. (2) What facilities for higher education are available in the State of New York? This calls for an inventory of all facilities for education beyond high school graduation — public and private, professional and cultural, graduate and undergraduate. (3) How can the most effective use be made of present facilities in higher education? This will include a survey of cooperative agreements and an examination of the possibilities of regional developments of certain types of higher education. (4) What should be the scope and organization of guidance services in higher education? This proposal is based on the assumption that immediately following the war there will be unprecedented need for guidance and that it should be possible so to organize and coordinate the resources of the State as to provide competent guidance for all youth. (5) What should be New York's policy in financing higher education? This will include an examination of the State's responsibility in supporting higher education, the effect of recent economic trends upon the ability of the individual to pay for higher education and the relative merit of different forms of state support.

SUMMER SESSIONS FOR TEACHERS

All 11 New York State Teachers Colleges are to give courses this summer, according to announcements of their programs, which are outlined in the paragraphs which follow. Their dates of opening vary slightly and their emphasis in one field of education or another in general follows the pattern of their regular special courses.

Six-week courses, according to the long-established program of summer school work, and new, eight-week courses for students seeking to accelerate their education so as to receive their degrees in three years instead of four, are to be found at all the teachers colleges. Special courses bearing directly on the war are numerous throughout.

Albany

Wartime and emergency courses to meet the needs of the teacher today are stressed in the 26th summer session which commences with registration on July 5th and closes August 14th. The fee has been set at $30.

Science and mathematics teachers will find courses designed to give special preparation for teaching preaviation subjects. For men who expect to enter the armed forces and for teachers, courses in meteorology, astronomy and navigation have been scheduled. The summer session will feature five courses in air-age and present-day problems in geography.

The summer school will aid the public school people in graduate specialization for guidance service, secondary school principals and superintendents of schools. Graduate work in content with special emphasis on English and social studies will also be accented.

Courses to meet the needs of graduates of the former three-year normal schools and college undergraduates will be given. The department of librarianship will offer work leading to part-time library work, to permanent certification and to the degree of bachelor of science in library science.

Summer session announcement may be obtained on request by writing to M. G. Nelson, director of the summer session, New York State College for Teachers, Albany.

Brockport

Both the regular six-week and the eight-week summer sessions are scheduled. Both sessions will begin on June 28th, with the six-week session terminating August 6th, and the longer session August 20th. To students enrolled in the eight-week courses to accelerate their programs there are no tuition and incidental fees. The tuition for all others is a flat fee of $30.

Designed to meet the critical shortage of teachers, the accelerated program makes it possible for high school graduates to begin their college course on June 28th, and by attending regular winter sessions and summer sessions, to be graduated in June 1946.

The six-week session is designed to meet the needs of teachers who were graduated from the former three-year normal school course and now wish to obtain the fourth year with the degree. Teachers who wish to qualify under the new state requirements for teaching hygiene will find the necessary offerings in health education.

Dr Ernest C. Hartwell, president of the college and director of the summer session, has assembled an unusually strong faculty for the year and announces that unusually fine offerings will be available in the fields of English and literature, foreign language, psychology, science and social studies. Special courses in speech will also be available.

For information address Dr Blaine M. DeLancey, director of admissions, State Teachers College, Brockport.

Buffalo

The 27th summer session will be from July 6th to August 13th. Plans are made to serve teachers desiring study to renew their ideas and acquaint themselves with recent educational theories and practices, teachers interested in advanced certification and the bachelor's degree, teachers and students interested in special courses related to military service, industry or community effort in war work and students interested in accelerating their regular college program.

A variety of courses, instructed by local and visiting faculty, will be offered in the areas of art, economics, education, English, geography, history, home economics, literature, mathematics, science and sociology.

Special features include:

Home economics offerings in food preservation, family meals, nutrition and point rationing, supervised summer experience, refresher course and nutrition. They are organized on a two and six-week basis.

Special courses to meet the requirements for certification of elementary school principals and supervisors and teachers of the physically handicapped

Courses in mathematics and science pertaining to the war effort

Emphasis in history and geography on significant phases of the global war

A workshop in elementary education for elementary teachers to do research on their special problems and offering teachers reentering the profession a chance to "refresh" themselves

The course, introduction to aviation, especially designed to aid elementary teachers to understand the implications of the air age in all phases of the elementary school

Registration is Tuesday, July 6th, 9 a. m. to 4 p. m. Classes begin Wednesday, July 7th. Fees are $30 for a full six weeks' schedule, $20 for those attending the full six weeks but carrying less than four hours, and $15 for a two-week course. The director of summer session, State Teachers College, Buffalo, will furnish further information or a catalog.

Cortland

A double program has been planned for the summer. The first will be a six-week session offering cultural and professional subjects for teachers of experience who desire refresher work along professional lines and also for Cortland graduates and others working for degrees.

A special program of courses for teaching hygiene has been arranged for those who may require the work to meet the hygiene requirement throughout the four years of high school. High school teachers of any subject may establish eligibility to teach hygiene by taking these courses.

The second program is for accelerated groups whose work will extend over eight weeks. The program will make it possible for both general course students and special physical education students to take the accelerated work whereby new entrants taking the work for three summers may earn their degrees in three years.

The regular session opens June 28th and closes August 6th. The accelerated group works from June 28th to August 20th. The fee for the six-week course is $30. No fee is charged for the accelerated course, which is regarded as a part of the regular undergraduate work.

Additional information may be obtained by writing the director of admissions, State Teachers College, Cortland.

Fredonia

A six-week summer session will be offered students now registered in the college and teachers in service. There will also be offered an eight-week session for presently enrolled freshmen and sophomores and for entering freshmen who desire to accelerate their course.

College courses ordinarily needed in satisfying the requirements for graduation will be offered. Other courses to be offered include: the postwar period and education, the air age, a workshop for in-service teachers and a tutorial laboratory for in-service teachers who wish to pursue specialized study. The air age course is a continuation of the course offered in the 1942 summer session.

The workshop for in-service teachers is intended as a refresher experience for licensed teachers who have not been actively teaching for a number of years but who, due to the present emergency, will return to teaching.

The college will also offer a technical aviation course generally known as preflight aeronautics.

Both sessions will begin on June 28th. The fee for the regular six-week session is $25. There will be no fee for the eight-week session. There will be a student activities fee, the amount to be determined later.

Inquiries should be addressed to Leslie R. Gregory, president, State Teachers College, Fredonia.

Geneseo

The usual six-week summer session will be offered from June 28th to August 6th for teachers in service wishing advanced work. An eight-week summer session will be offered from June 28th to August 20th for students wishing to complete the regular four-year

course for a baccalaureate degree in less time, including high school graduates entering college this summer, freshmen and other students who wish to complete their course under four years.

High school pupils will be offered special courses in preinduction mathematics and physics.

A curriculum workshop will be held in connection with the summer session for teachers in service.

School librarians will hold their annual summer conference during the second week in July at Geneseo, on the subject, "Instruction in the Use of Books and Libraries."

A special course in nursery school technics will be offered in cooperation with the Livingston County War Council for women of western New York.

Fees will be: $15 for a two-week course; $20 for students in the six-week session carrying less than four semester hours of work; $30 for students carrying the full session load for the six-week period; additional fee of $25 for nonresidents in the six-week course; no fees for the eight-week accelerated session.

Full information may be obtained from Dr R. F. Netzer, director of training, State Teachers College, Geneseo.

New Paltz

The six-week summer session program has been arranged for teachers wishing to satisfy the credit requirements for more advanced certification and the bachelor of education degree.

Professional laboratory work on an elective basis is open to elementary school teachers confronted with specific problems in curriculum construction and in improvement of teaching through individual guidance, or to teachers who would welcome an opportunity to work cooperatively with others in developing personal skills and abilities.

Registration fee of $30, payable on registration day, is required of all students carrying two or more courses. Students registering for one course of two or three semester hours will be charged $20. Students living outside of New York State will be expected to pay a $15 fee in addition to the regular registration fee.

The registration date is Monday, June 28th; the session closes Friday, August 6th.

Further information may be obtained from President Lawrence H. van den Berg, State Teachers College, New Paltz.

Oneonta

The 32d summer school will include a six-week and an eight-week session. Both will open on Monday, June 28th.

The program of the six-week session is planned to meet the needs of experienced teachers and those desiring refresher courses before reentering teaching. Practical provision will be made for all professional and technical courses through a general workshop in elementary education. Students will be able to enter upon or continue their work leading to a degree. While courses will be offered in all the major fields, these areas, more directly related to war work, have been expanded: science, mathematics and geography. The fees for the regular six-week session are $30 for students carrying four semester hours or more, and $20 for students taking less than four semester hours.

The eight-week session is part of the new program of acceleration. It is intended only for students graduated this June from high school and members of the present freshman class at the college. By beginning this summer, the student may so accelerate his program that he can secure the bachelor's degree in three calendar years. Those enrolling in the eight-week session will be exempt from payment of the usual summer session fees.

Further information may be obtained by writing Dr Charles W. Hunt, president, State Teachers College, Oneonta.

Oswego

The summer session will open Monday, July 5th. Two programs will be offered: the regular six-week session for teachers from the field and others desiring to complete requirements for the four-year diploma and degree, and an eight-week session for undergraduates desiring to complete requirements in less time than the usual four years. This latter course will be open to members of the present student body and to high school graduates who expect to matriculate at the college in September. New students should communicate immediately with the summer session director.

The six-week session will include courses for teachers of elementary grades, industrial arts, special classes for the mentally handicapped and vocational subjects. If there is sufficient demand a short course will also be offered for experienced men in the industrial field who

desire to qualify for special licenses to teach industrial and vocational subjects. Special courses will also be available for teachers interested in aeronautics, glider construction and preflight work.

Fees for the 1943 session are $15 for two weeks, $20 for students attending six weeks but carrying less than four semester hours, and $30 for students attending six weeks and carrying a full load.

A catalog and information may be obtained from Dr Donald M. Tower, director of the summer session, State Teachers College, Oswego.

Plattsburg

Six-week programs for in-service teachers and eight-week accelerated programs for regular session students are scheduled. Registration for both sessions is on June 28th.

In addition to subjects selected from the four-year curriculum the six-week summer session in Plattsburg will feature: a course in geography and aeronautics designed to familiarize teachers with the new concepts of the air age; a course in home economics as related to the war program; courses in mathematics, physics, navigation and meteorology for men under 18 who are high school graduates and who wish to secure preinduction training in these subjects (these courses to be credited toward the completion of the college course); two-week workshop courses for teachers in service, in recent elementary syllabuses; evening courses in ESMWT (subject to change according to national policy), and refresher, supplemental and special courses for teachers who have been assigned additional tasks as a result of the war program.

Summer session fees will be $30 for six weeks, $15 for two-week courses and $20 for students who remain for the six weeks but take less than four semester hours of credit. As the accelerated program becomes a part of the regular session, there will be no state fee charged for students admitted to this program.

Further information and copies of the summer session announcement may be obtained from Dr Charles C. Ward, president, State Teachers College, Plattsburg.

Potsdam

The regular six-week summer session will open Monday, June 28th, and will continue until Friday, August 6th. Courses will be offered to meet the needs of: normal school graduates who desire to qualify for the baccalaureate degree; graduates of the four-year music supervisors' course of study (previous to 1940) who wish to qualify for the bachelor of science in education degree; former teachers who wish to reenter the profession due to the war and to take refresher courses; teachers and supervisors in elementary and music education who are interested in professional and cultural improvement, and undergraduate students who wish to make up deficiencies or desire additional work.

Courses offered to qualify former graduates for the degree include in the field of art: art survey, drawing and painting; in English: English literature, contemporary literature, American literature, modern novel and Shakspere; in geography: meteorology and geography of South America; in health education: health protection and safety education and first aid; in history: contemporary civilization, American history and government, history of American foreign relations, English history; in mathematics: college algebra; in music: history and appreciation of music; in science: science in the modern world or ecology.

The refresher course may also interest teachers in service who wish to restudy intensively and comprehensively the elementary school subject areas. This seminar or laboratory course will stress desirable procedures and materials in reading and the language arts, social studies, mathematics, science and health or hygiene, and attention will also be given to the impacts of the war on children and the elementary school program.

Registration fee for students carrying a full session load in the regular six-week session will be $30, and the fee for students carrying less than four semester hours of work will be $20.

In addition to this regular six-week summer session this summer, the college will offer an accelerated program of study for undergraduate students. By taking three eight-week summer terms, a student will be able to complete the equivalent of a regular four-year course of study and qualify for the degree in three calendar years. Both the regular six-week and the eight-week terms will begin June 28th.

Further information may be obtained from Clarence O. Lehman, president, State Teachers College, Potsdam.

ART PUPILS PROMOTE WAR EFFORT

Tully High School Art Pupils and Some of Their War Posters

The application of the work of a school's art department to the war effort has been demonstrated by pupils of the Tully Central School, part of which is illustrated on this page.

During the observance of Bill of Rights Week the art department represented the basic ideas of democracy on posters. The pupils and faculty at assembly judged the posters and the general idea of using art to promote victory was established. Later several pupils made posters for local stores, such as one bearing the legend: "Drop Your Nylons Here!"

At Christmas time the art pupils designed a cheery Christmas card for Tully alumni and teachers in the armed services. This was photographed by the photography club and sent to the men in service.

Posters prepared by the pupils stimulated the collection of books in the Victory Book Campaign.

The war stamp sales have been pushed by means of pupil designed posters, some showing what the Nation is fighting for and others expressing some of the goals it is hoped to achieve.

Victory Gardens and the general subject of food production and preservation are the latest subjects to which the art pupils have been devoting their talents, with posters and placards.

In the opinion of Minerva Imershein, art teacher at Tully Central School, the art department can make some vital contributions in the war effort and in preparation for the postwar period. It must be made practical, she declares, and its everyday applications made clear.

SCHOOL LUNCHES AS A WARTIME ENTERPRISE

By Albert B. Meredith

Administrative Assistant to the Commissioner

I The urgency of the school lunch situation

Because of the demands of the war, it is now more necessary than ever that the school lunch continue to make its contribution to the health and welfare of the boys and girls and the youth in the schools of the Nation. Educational leaders need to find new ways and means to insure its continuance. At the very time when schools are recognizing the need for extending school lunch programs, conditions are developing which could seriously curtail this vital school activity. The fact that we are facing a real crisis means that problems are arising that we must solve. Many mothers who formerly made a full-time job of taking care of their families are now spending their days in war industries. Many children can no longer depend on home to supply nourishing noon meals.

It is realized that school administrators are facing two serious problems in continuing the school lunch through this wartime period, and in providing food for meeting the requirements of extended school services for children of working mothers. School systems are lacking personnel to operate the school lunches, and they do not now, or will not have in the future, the sources of food supplies that they have had in the past. This means that plans will have to be adjusted in the operation of school lunches. New sources for supplies for food will have to be found and it is possible that schools will have to can, brine or dry part of their supply for next year. It also means that school lunch offerings will have to be simplified.

II Nutrition committees and volunteer service

In all communities of the State there are local nutrition committees whose membership comprises representatives of various organizations and agencies which are interested in the nutrition of individuals and of family groups. For several years they have taken the leadership in coordinating and extending the nutrition programs in many communities of the State.

Through this group and the Victory Garden Councils, some very concrete assistance can be given to the school administrator in the planning and maintenance of an effective school lunch program. Among the membership represented on this committee, volunteers can be secured and trained, if necessary, to assume part or all of the responsibility of food preparation, service and cleaning up. On the nutrition committee is a representative of the local Red Cross chapter which no doubt maintains a canteen unit. This unit also may be available for service and for personnel in the operation of the school lunch. The local chapter chairman should be consulted for such volunteer service.

The local nutrition committee also can be of great assistance in securing food for the school lunches. It can sponsor a "barter system" whereby pupils may bring food, for example, from their Victory Gardens, to school and in return have the equivalent in money value in hot food. It may also assist in keeping records.

Since there will be food shortages, it is important that schools make available this

summer foods for use next winter. The school lunch kitchen can well be set up during the summer as a canning center which could be staffed by volunteers from the membership of the organizations represented on the volunteer committee, as well as from the volunteers registered in the local volunteer office of the local War Council.

It is earnestly recommended that school officials consider the possibility of assistance from these services in each locality. Letters are going from the State Nutrition Committee chairman to each local committee, suggesting that it offer its services to the local school administrator for this project.

III Food preservation for the school lunches — Victory Gardens

School administrators have a real opportunity this spring and during the summer and early fall to plan for school lunch needs of the next school year.

Through the Victory Garden campaign this spring, school gardens can be planted and maintained to produce foods for the school lunches and for the extended school services for children between the ages of two and 14. That there may be an adequate food supply available, it is of utmost importance to encourage the maximum number and efficiency of home Victory Gardens, to arrange to send any surpluses to the school and to receive therefor a credit check against next year's luncheon service. Furthermore, a careful watch of the local open market is essential, to make sure that such surpluses as may exist there are made available for processing in anticipation of next year's needs. This forethought for food for the children will require the use of the school lunch kitchen or home economics department during the summer as a center for canning, brining and drying foods. The local nutrition committee with the membership represented there, can be a source of personnel to maintain these centers. The Red Cross chapter nutrition chairman is also a source of help. The home economics teacher or some local qualified person may serve as manager, so that the work will be well organized and continual processing maintained when foods are available. The Victory Garden enterprise, in its various forms and applications, is essentially an educational undertaking with far-reaching personal and social implications, and the technical supervision to be provided will stress these values. Briefly, the steps are production, conservation and utilization.

IV School lunch material

The State Education Department, through its Bureau of Home Economics Education, has prepared material to assist school administrations with the problems related to school lunches. This document includes suggestions covering problems of personnel, securing food for the school lunches and simplifying the menus. This material should be available for distribution within a month.

V Citizens' Service Corps

The Citizens' Service Corps of the Office of Civilian Defense provides a plan of recognition by a local (county) War Council for war work carried on in connection with school lunches. Persons, including youth, who have completed 50 hours in an approved activity, can be certified for membership on recommendation of a club or other responsible leader of a specific activity, for example, Victory Garden service at school lunch, a school canning project etc. This certification is to the chairman of the War Service

(Concluded on page 346)

REGENTS PAY TRIBUTE TO DOCTOR MADILL

Tribute was paid to the late Regent Grant C. Madill at the meeting of the Board of Regents in New York City on April 16th with the adoption of the following resolution:

The Board of Regents records the death of Regent Grant C. Madill M.D., LL.D., of Ogdensburg, on March 26, 1943, at the age of 78 years. During nearly all that time he resided in Ogdensburg, where for 57 years he practised his profession as physician and surgeon, and gave as well a full measure of service in the religious, charitable, educational, fraternal and financial life of that part of New York State of which he always spoke proudly and endearingly as the "North Country." He was one of the North Country's finest products.

For 53 years he was chief surgeon of Hepburn Hospital in Ogdensburg. He was consulting surgeon in several New York City hospitals. He served as captain in the United States Medical Corps in 1917 and 1918 during the first World War. He was a member or fellow of many medical organizations and societies, and became president and trustee of the Medical Society of the State of New York. He was active in the creation of the New York State Medical Grievance Committee and for years served as a member.

Doctor Madill served as director and trustee of banks in his community, and was active in the local Chamber of Commerce and American Legion post, and was a member of many fraternal and social organizations. For a short time he was a trustee of St Lawrence University, resigning upon his election in 1930 to membership in the New York State Board of Regents.

Doctor Madill was faithful in attendance upon the meetings of the Board of Regents and the many committees of the Board to which he was appointed, despite the long distance he had to travel and the condition of the weather. In addition to his deep knowledge and great skill as a medical doctor, he brought to the meetings of the Board and its committees the calm, sure judgment and the kindly, patient consideration of one who had read widely and who had also lived closely and sympathetically with people of all kinds and classes.

Doctor Madill won high honors in his profession. He had the high esteem of all the members of the Board of Regents. In the North Country, Doctor Madill not only had the deep respect of all its people, but had gained and held their love and affection in a measure such as few men anywhere ever attain in any community. He gave the North Country, by his character, his prestige, his charity and his skill as a medical man, an abiding sense of security while he lived. He was truly the beloved and trusted physician, the kindly counselor and friend of all the countryside.

We extend to Doctor Madill's son, daughter and grandchildren, our sympathy in their loss, wherein we are partakers with them.

Voted, That this tribute to Regent Madill be entered on the minutes of this meeting and a copy sent to his son and daughter.

A. I. TYLER RETIRES

Arthur Ira Tyler, superintendent of the second supervisory district of Madison county, retired at Cazenovia on April 15th after serving in this capacity since 1918. He attended Pulteney Union School, Hammondsport High School, summer schools at Cortland State Normal School and Keuka College and began teaching in 1905. He also took courses at Syracuse University from 1932 to 1936. He taught at Cinconia, was principal and teacher at Chittenango Station and Perryville Union schools, and was principal at North Syracuse Union School.

VICTORY GARDENING AT ELMIRA

The officials in the Elmira school system have organized what is described as an effective program of instruction and supervision for pupils in maintaining a city-wide Victory Garden program. Superintendent Oscar F. Kerlin assumed active leadership of this war emergency effort early in the present school year. He believes that one of the primary purposes of the public school is to prepare pupils to face realities. The following steps have been taken by Mr Kerlin and his staff:

1 Assembly programs were held in each elementary and junior high school to present the facts concerning the food situation to all children in the fifth, sixth, seventh and eighth grades. Each child was told to be a soldier on the home front and thus help an older brother or cousin in the armed forces. Each child was urged to talk over a Victory Garden with parents, and ask if they would sponsor him in a Junior Victory Garden.

2 A course of study in Victory Gardening was introduced in each grade from the fifth through the eighth. Teachers who had little experience in gardening met together in groups under competent instructors to obtain information. Valuable cooperation was given by Ernest Grant, Chemung county 4-H Club director.

3 In cooperation with the Elmira Council of Parents and Teachers a questionnaire was sent to all parents in an effort to determine how many were planning Victory Gardens, how many wanted gardening instruction, what times would be convenient for attending gardening classes at their own school, the names of those competent, experienced and willing to give instruction to their neighbors, or willing to act as sponsors for a child's garden. It developed that 1205 parents were planning Victory Gardens, but that 565 of them had no experience and wanted instruction. This is being provided.

4 Each child in the grades involved was given the experience of assisting in the preparation of a bed for seeds which need an early start indoors. In almost every classroom vegetable plants are growing. Mistakes were made, but as a result all have profited by their mistakes before the outdoor growing season has started.

5 Victory Garden clubs were formed in every school under the sponsorship of competent teachers who acted as leaders and consultants. Each child who desired to become a Victory Gardener was given a card to be signed by him and his parents pledging cooperation in the Victory Garden project.

6 The Elmira newspapers cooperated splendidly by giving the program all possible publicity and by persuading owners of vacant lots suitable for gardening to give their use to those needing them. The Chemung county board of supervisors also agreed to rent all unused county-owned land at a nominal fee. The 4-H Club organization and the newspapers acted as a clearinghouse to get land owners and potential gardeners together.

It is planned to assign volunteer adult sponsors to Junior Victory Gardeners whose parents are unable or unwilling to assume responsibility. Plans are being made to continue the Junior Victory Garden Clubs throughout the growing season. During the summer home canning instruction and demonstrations will be given in all junior high schools. Instruction in vegetable storage will be given during the autumn. It is felt that this program will help appreciably in meeting an urgent immediate need and have enduring educational values.

—o—

SCHOOL LUNCHES

(*Concluded from page 344*)

Division of the local War Council. A certificate of membership is given and also the right to wear the insignia of the corps. Full details may be had upon inquiry from the local chairman of the Civilian War Service Division.

War Savings Activities

WAR SAVINGS IN THE SCHOOLS

ARTHUR K. GETMAN
Associate State Administrator

The spring offensive on the "dollar front" sponsored by the United States Treasury Department for 13 billion dollars in war savings was the biggest sales campaign ever conducted. As usual, our schools have taken an active and effective part in this nation-wide campaign. Increasingly the leadership of the schools in the war savings program is a potent influence in our war effort.

Our objectives, to use the war savings program as a means of motivating the teaching of thrift, personal budget making and the elements of public finance, have been achieved in a high degree. Likewise the aim to raise money for the war effort, to avert inflation and to create savings for a large number of persons as a reserve after the war is over is being accomplished. I estimate that by the end of the current school year more than $50,000,000 in stamps and bonds will have been purchased through the schools.

From the outset the executives of the State War Savings Staff have placed definite reliance upon the leadership of school officials and teachers in keeping the youth and adults of our communities accurately informed of the deeper meanings of the war savings program in the national emergency. Surely it is not difficult to teach the need of funds at a time when the war is costing this Nation 200 million dollars each day. The idea of a substantial interest-bearing loan seems to be well understood by everybody. The matter of inflation, however, and the tremendous importance of controlling its dangerous evils is not so well understood. In this connection, we in education must continue with increasing emphasis our effort to teach the essential facts which underlie this national specter. Reduced to simplest terms, the national situation is represented as follows:

	BILLIONS OF DOLLARS, 1943
Estimated national income	125
Estimated total taxes	15
Value of available goods and services	70
Available for saving or spending	40
Estimated payment of debts	13
War savings, 1942	12
Amount remaining for saving or spending	15

An analysis of such a summary of the best current estimates yields the following conclusion: the national income this year exceeds anything that has occurred in our history. After taxes there will be left 110 billion dollars for savings or for spending. In wartime the goods and services available for civilians must be drastically reduced; the best estimate for this year is that this amount will not exceed 70 billion dollars. That leaves 40 billion dollars for paying debts, for saving or for war savings bonds. It is probable that we will pay about 13 billion dollars toward debt reduction, which reduces our available fund to 27 billion dollars. Last year we invested almost exactly one billion dollars a month and if we do as well this year apart from the

current drive we will have 15 billion dollars remaining to *spend* or to *save*. The Treasury Department is making an all-out effort to have our people save approximately this amount. If we meet this goal, we will have taken a long step forward in controlling inflation.

Every dollar saved fulfils a double purpose. It protects the value and buying power of the dollar we spend (keeps prices from rising) and it provides us with the dollar to spend in peacetime, when we may have the things we want but can not have now. Stating the point in another way, we must postpone our desire to spend for goods and services. As a Nation we must put about twice as much in war savings as we are now doing. As teachers we have a dual responsibility: first, to teach the outcomes of scientific study to assist in stabilizing our economy and, second, to protect the buying power and the standard of living of the American people. Do not forget that persons on a fixed wage suffer most from the evils of inflation.

We shall be well advised to learn this lesson. It seems necessary to say this because there are ominous indications that the situation has not been well studied throughout America. The public confidence which our schools enjoy and the urgency of the present crisis put upon us in education a great responsibility to be well informed on these vital matters and to teach our youth and adults as well as we can.

As noted from the table above we shall have a surplus out of current earnings of about 40 billion dollars. This amount is "loose" money — money that swells bank deposits and creates a spending pressure. That pressure must be reduced by saving if inflation is to be controlled. Rationing and price fixing help the situation but the primary effort must be a united determination on the part of our people to reduce purchasing power.

SCHOOL CONSTRUCTION PLANS APPROVED

The following programs of school construction, repair and conversion have been approved by the Division of School Buildings and Grounds:

Pocantico Hills, conversion from oil to coal, $900; approved March 17th

Scotia, repair to present junior high school building damaged by fire, $5700; approved March 17th

Spring Valley, conversion from oil to coal, $1857; approved March 18th

Bedford Hills, conversion from oil to coal, $1326.02; approved March 19th

New York Mills, purchase of equipment and fixtures to replace worn equipment, and repairs to interior and exterior of present high school building, $9000; approved March 22d

Millbrook, conversion from oil to coal in primary school and Memorial High School, $3500; approved March 26th

Hempstead, district 3, conversion from oil to coal in central high school, $1000; approved March 26th

Scotia, new roof on Mohawk School, $3000; approved March 29th

Greenville, installation of stoker and construction of coal bin in central school, $4850; approved April 1st

Farmingdale, conversion from oil to coal, $1985; approved April 6th

Truxton, installation of water softener in central school, $617; approved April 6th

Guidance

EDUCATIONAL EXPERIENCE SURVEY READY

Superintendents of schools and high school principals in New York State have been asked to prepare an Educational Experience Summary for each boy and girl who has reached his or her 16th birthday and who will shortly leave school for participation in the war effort. In this way pupils will be aided to secure opportunities that may lead to further advancement. The Army states that it will give special attention at induction and replacement centers to the data contained in these records. Other agencies have also expressed a desire to secure these data. Additional uses may be found for it in the promotion of other necessary projects of a civilian and military nature.

In addition to the usual questions of name, date of birth and birthplace the summary includes questions on vision, hearing, scholastic standing, subject preference, academic standing, aptitudes, hobbies and preferred peacetime occupations. Other questions deal with vocational preparation, wage-earning experience in secondary school and post-secondary training. The summary will also contain the name and address of the issuing school, date of issue and the signature of the pupil and issuing officer.

GIRL SCOUT WORK

Attention of young women to the possibilities of professional opportunities in Girl Scouting is emphasized in a memorandum sent by the personnel division of Girl Scouts, Inc. to George E. Hutcherson, Chief of the Bureau of Guidance. Guidance and personnel workers in high schools are invited to inform themselves of this work in order to pass on the information to young women.

Special fellowships to be used at colleges and universities approved by the Girl Scout organization are available at $500 each. For additional details as to the requirements the personnel division of Girl Scouts, Inc., 155 East 44th street, New York City, offers the necessary material.

NURSE DRIVE OPENS

Information reaching George E. Hutcherson, Chief of the Bureau of Guidance, from the United States Office of Education, indicates that federal officials fear there is a grave danger that the quota of 65,000 nurse students during 1943 will not be met.

The federal office is therefore urging a special campaign during May to recruit qualified students for June and autumn classes for schools of nursing. The campaign, which began May 1st and having special emphasis during the week of May 9th to 15th in connection with the birthday of Florence Nightingale on May 12th, will continue throughout the month. A special feature on nursing was arranged for the High School Victory Corps radio program.

Vocational and Extension Education

STATE EXPANDS FARM LABOR TRAINING

As previously announced in the BULLETIN TO THE SCHOOLS, the six state agricultural and technical institutes have organized farm labor training programs as a substantial contribution in relieving the farm labor shortage for the current season. At present 437 persons have received instruction of from one to four weeks in length and 294 persons have been placed in productive farm work. One hundred twenty-five persons are still in school and 63 persons were found to be unsuitable for farm work and were returned to their homes.

This entire training program has been conducted in cooperation with the State War Council, the United States Employment Service and the Farm Security Administration.

Congress has enacted a provision placing the responsibility for the general services with reference to farm labor in the hands of the extension service of the state colleges of agriculture and appropriating $26,000,000 for financing the project. The State Education Department will cooperate with the Extension Service of the State College of Agriculture and the Director of Farm Manpower in maintaining the training and placement services. Director Paul B. Orvis of the institute at Alfred makes the following brief report on the labor training services being conducted under his direction:

The institute is bringing from 30 to 40 Kentucky farmers to the school weekly. After a brief training, they are placed on farms in the western up-state area. Nearly 200 of these workers have already been placed, and it is anticipated within a few months that several hundred additional ones will be relocated.

The workers, who for the most part are married, come from small farms in the mountain areas of Kentucky. Because of their previous farm background, they very readily make the adjustment to New York State conditions. Their experience, however, has been in the production of tobacco, corn and other similar southern crops. The institute, through its training program, attempts to acquaint them, in the brief time available, with New York State mechanized farming. During their stay in Alfred, they spend approximately one-half of their time in tractor operation and machinery maintenance and care. The remainder of their time is spent in the dairy barns and poultry houses in the use and care of milking machines, feeding of dairy cattle, poultry and the like. At the conclusion of their training program, the prospective employer visits the school and works out a labor agreement with the employe. As soon as he is established on the farm, and he and the farmer are jointly satisfied, the family is then brought from Kentucky to take its permanent place in the community.

Approximately 80 per cent of those who arrive in the State prove satisfactory. Of the 20 per cent not remaining, only 10 per cent ever reach the farms, since they are returned by the school before the farmer interviews them. These men are returned primarily because of physical handicaps or inability to adjust to New York conditions. The remainder who do reach the farms and then leave, do so primarily because of homesickness.

As with any group of people, variations in skills and abilities are to be expected, but the reports received from the previous placements to date have been highly encouraging. Some of the farmers indicate that they provide the best help they have ever had.

The men sent from Kentucky are a rather heterogeneous group, varying in age from 17 to 55 years with an average age of 27. Their schooling ranges from the first grade to freshmen in college, but the majority vary from the fifth to the eighth grade. The younger group uniformly has had more education than the

older. They are uniformly interested in leaving the Kentucky hills to improve their economic position, and almost without exception, they plan to remain in the State permanently. Many at the time of leaving sell all their furniture and belongings, thus removing all ties with their native hills.

With the arrival of each new labor group, a contingent of 50 to 60 family members of previously placed trainees is usually sent along. This often creates a considerable problem of location since they must be distributed over a wide area of the State in a relatively short time. To date, however, every family has been transported and placed on the farm the same day of arrival, which, while requiring the complete cooperation of all agencies, has facilitated the operation of the program. Family sizes range from one to two children, up to one farmer who had 21.

It is too early to determine the full effect of such a mass movement of workers upon the rural life of the State. It is believed, however, that it will go far toward meeting the year-around war labor problem. This transfer of workers is only one of several phases of war activities of the institute which is now training in excess of 1000 men yearly in all of its various agricultural and industrial programs.

PUPILS RELEASED FOR MORE WORK

Regulations governing the release of pupils for food production were amended at the April meeting of the Board of Regents to include provision for canning establishments and greenhouses and for dividing the total of 30 days' work to help meet local conditions.

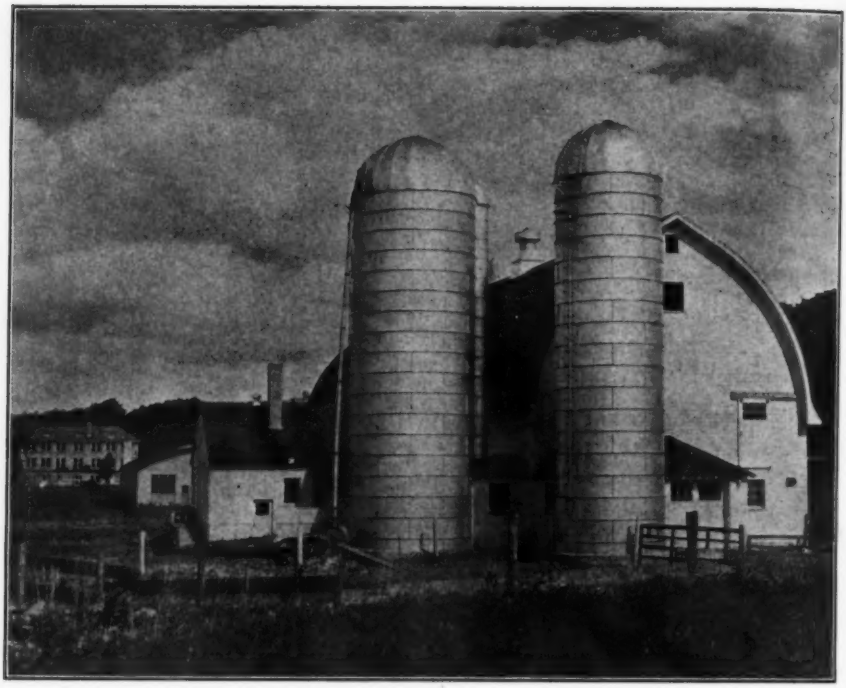
Pupils 16 years of age or over may be released for work in canneries and greenhouses under conditions similar to those applying to pupils released for planting and harvesting, except that employment certificates will be required for work in canneries and greenhouses.

The regulations concerning the division of the 30 days available for pupil participation in food production now provide that no pupil shall be released for more than 20 days in any three-month period. This is expected to make possible the use of pupils for a longer period either in planting or harvesting, as local conditions demand, and a shorter period for the alternate operations.

School districts are assured no loss of public money under the regulations because of the absence of pupils for full days of food production work, under another section of the amended regulations. The full 30 days or such part of the 30 days as may remain may be credited for state aid purposes toward the attendance of any high school senior who leaves school not more than two months prior to the usual closing date for planting or harvesting under conditions set forth in the regulations.

SCHOOL CAFETERIAS

Removal of the requirement that school cafeterias must be self-supporting and provision that school boards may now include in their budget funds for maintaining school lunches or cafeterias as well as providing milk for children were approved by the 1943 Legislature and approved by Governor Thomas E. Dewey. Attention of all superintendents of schools and secondary school principals to these changes was directed by a letter of Dr George D. Stoddard, Commissioner of Education.



New Dairy Barns and Silos at the State Agricultural and Technical Institute at Morrisville

DAIRY PRODUCTION RISES AT MORRISVILLE

During the past year the dairy herd of registered Holstein-Friesian cattle at the New York State Agricultural and Technical Institute at Morrisville produced 425,300 pounds of milk, showing an increase of 12 per cent over the preceding year. In 20 years the production has been increased from 190,000 pounds of milk.

Ever since the herd was established in 1910, a carefully planned improvement program has been in operation until at present the herd of 75 milking animals is one of the highest producing herds in the State. Every dairy cow and her mother were born on the institute farm. Extreme care has been exercised in applying the best known principles of genetics in developing the herd and also in using the best known methods of sanitation and disease protection to keep the animals healthy.

Since 1923 three world's records in dairy production for individual dairy animals have been made, and eight New York State milk and butter fat records have been broken. During the conduct of these tests the animals were under the personal management of students in the animal husbandry courses.

The dairy enterprise is conducted at the institute as a purebred dairy cattle business and the entire daily and seasonal activities are conducted both as a means

of student instruction and as a demonstration to the farmers of the area concerning effective and profitable methods of dairy production.

The photograph shows the new dairy barn recently completed under a special appropriation by the Legislature to replace an obsolete building destroyed by fire four years ago. The present building is one of the best arranged dairy barns in the State and constitutes a valuable means for directing the practical experience of students. The entire dairy production program at the institute takes on special significance during the present food crisis because the methods of efficiency that have been developed represent the type of management practices that dairymen throughout the State must use during the present labor shortage.

SIGNAL CORPS SCHOOLS ACTIVE

In July 1942 three state-operated Signal Corps schools were established at Paul Smith's, Troy and New York City in connection with the program of Vocational Training for War Production Workers. Their purpose is to train persons in the fundamentals of radio. A total of 19,275 persons had received training as of March 31st, 16,865 in the New York City school, 1011 in Paul Smith's and 1410 in Troy.

All trainees are selected and employed by the United States Civil Service Commission and begin as mechanic learners at an annual salary of $1020. Trainees attend classes eight hours a day, six days a week. Upon satisfactory completion of the mechanic learners' course after approximately three months of training, trainees are promoted to the classification of junior repairmen and receive an annual salary of $1440. The junior repairmen's course extends over a period of about ten weeks and upon satisfactory completion of it, the trainees are eligible for service with the Army Signal Corps, where they service radio equipment used in the various branches of the Army.

When the schools were originally established, civilians, upon completion of training, were assigned to the Army Signal Corps as civilian employes. Shortly after the inauguration of the program, federal regulations required that all trainees be enlisted reservists. This automatically placed them in the Army upon the termination of their training. Under this plan, persons desiring to enlist in the Army Signal Corps would secure from their local draft board a classification as enlisted reservists which would permit them to complete the training in one of the schools before being inducted into the Signal Corps.

In December 1942 an executive order of the President prohibiting all voluntary enlisting ended the training of enlisted reservists. The schools were authorized, however, to offer an advanced course two months in length to those persons completing the junior repairmen's course. The emphasis in the advanced course being placed on ultra-high frequency radio.

The results obtained in these schools have been found to make a real contribution to the war effort. With the large amount of radio equipment being used by the Army, the training of skilled personnel to repair and maintain this equipment is regarded as imperative.

Volunteer Women Students Being Instructed in Care of Poultry at the State Institute of Agriculture on Long Island at Farmingdale

INSTITUTE PREPARES WOMEN FOR FARMS

In cooperation with federal and state agencies responsible for relieving the farm labor shortage, Director Halsey B. Knapp and the staff at the New York State Institute of Agriculture on Long Island at Farmingdale have organized training services for women who have volunteered for farm work. At present 49 young women are receiving instruction or have been placed in employment on farms. This project has been in operation since January 18th with the largest enrolment at any one time of 19 persons.

Applicants have come chiefly from New York State with occasional registrants from New Jersey, Connecticut and Rhode Island. Backgrounds and previous experience of applicants have been surprisingly varied; one has been a chef, one a swimmer in Billy Rose's Aquacade, one is a Phi Beta Kappan from Barnard College and many are business and professional women. One young woman, already at work in the Hudson valley, has a husband in the armed forces in England. She states that this seems the best way for her to help her husband. Motives are most exclusively those of concern for the food supply and an earnest desire to help.

The applicants are reported to be well adapted for training and are eager to

learn. The young women are willing to report to work at 5 a. m. and are ready for special instruction during the evening. Mr Knapp, commenting on the project, declared:

> While it is too soon to judge the results of placements, reports to date from employers are very encouraging. One reports: "They are able to do more than I had expected and they are very willing." Another states: "I am surprised at what this young woman is able to do and she makes a fine member of my household and a companion for my daughter."

It would appear that the success of the project does not turn upon the training or placement of the women. At present there are more opportunities for placement than can be filled. The success really turns upon sufficient public interest in order to secure an adequate number of applicants.

MICHIGAN SCHOLARSHIP OFFERED AGAIN

The scholarship offered annually to the New York State high school graduate in the upper half of his class to attend the Michigan College of Mining and Technology at Houghton, Mich., is being made available again this year for the summer program starting in June. This is designed to make technical graduates of the college available to industry and the armed services at the earliest possible date. A freshman enrolling in June will be able to complete the required work for a degree in three years of four terms each.

The college announces that should students be interrupted in their college training by call to military service, they will by that time have completed training which will be helpful in their military duties and an incentive to continue their education later. Circumstances may make it possible for some to continue their college work without interruption.

The scholarship remits the annual matriculation fee of $25 and the annual tuition fee of $60. Nominations for this scholarship may be submitted by any high school principal to Dr Warren W. Knox, Director of the Division of Secondary Education. The 15 units required for admission to the college should include three in English, one and one-half in algebra, one and one-half in geometry, covering plane, solid and spherical and one in physics.

—o—

COLORADO SCHOLARSHIPS

Because of the war, the Colorado School of Mines is unable to give any assurance regarding the continuation of the policy whereby the school has awarded an annual scholarship to a New York State high school graduate who had been recommended by the Commissioner of Education.

President M. F. Coolbaugh of the Colorado institution informed the State Education Department that for the duration of the war, or until the school's admission authorities can be more specific regarding these scholarships, applicants for scholarships should write directly to the college at Golden, Colo., in order that some plan may be worked out for the selection of applicants who may be most worthy of consideration.

Secondary Education

FOREIGN LANGUAGE MATERIAL LISTED

The National Information Bureau of the American Association of Teachers of French has published 42 items of material available to teachers. Its members and any interested persons are urged to use it. All items are free except where indicated. The bureau would appreciate a small remittance to cover postage, however. A complete list of these items may be obtained from Professor Daniel Girard, director, A. A. T. F. National Information Bureau, Teachers College, Columbia University, New York City. Some of the more popular and practical items are here given according to their listed numbers:

22 *What's He Saying?* (A 30-minute play for assemblies showing need of foreign languages in modern world). Dr C. D. Frank, chairman, French Department, DeWitt Clinton High School, 100 W. Mosholu pkwy, S., New York City, or at bureau

24 *French as a War Language.* Professor Mario Pei, Columbia University, *Fr. Rev.* October 1942

25 *French Commemorative Stamps Enlargements* (Black and white prints, 11″ by 16½″) choice of 50 prints. Excellent display material. 10 cents. List free on request

31 *French Films for Schools.* Selected list of some 15 films (running time, where obtainable, short synopsis etc.)

33 *French War Vocabulary,* 12p. Postage only, 3c.

35 *Language Courses for the Army.* Mario Pei. Letter to New York Times (November 11, 1942)

36 *American Sources of Realia for French Classes* (6p.). New edition compiled by Dr Minnie Miller, Teachers College, Emporia, Kans. Direct from Doctor Miller or from A. A. T. F. bureau. 5c for postage, if ordering from Doctor Miller

37 *The Function of Languages in Global War.* Mario Pei. Address to New York City foreign language teachers, January 16, 1943. 6p. (concrete examples, forceful arguments)

38 *Military French in Action Series.* Now available:

1 set of lessons (3 units) for third year 11p. 5c a set
1 set of lessons (1 unit) for third year 2p. 2c a set
1 set of lessons (4 units) for second year 5p. 2c a set
1 set of lessons (1 unit) for first year 3p. 2c a set

41 *Government Uses of Foreign Languages.* Dr E. Ruth Bishop, U. S. Civil Service Commission, Washington, D. C. 4p.

VICTORY CORPS GUIDANCE MANUAL READY

Publication of The Guidance Manual for the High School Victory Corps, pamphlet 4 in the Victory Corps series, has been announced by the United States Office of Education.

The manual was prepared to assist school administrators, counselors and teachers in carrying out the guidance functions essential to the organization of the High School Victory Corps in all types of schools. In schools which have not organized Victory Corps units, the program suggested in the manual is designed to help counselors to guide

pupils into preparation for critical wartime occupations and preinduction training for which their education and aptitudes fit them.

The manual was prepared by a committee of guidance specialists including George E. Hutcherson, Chief, Bureau of Guidance, State Education Department, under the supervision of Harry A. Jager, chief, Occupational Information and Guidance Service, United States Office of Education. Free copies have been sent to principals of all senior and junior-senior high schools in the country and to superintendents of schools and other educational leaders. The manual is now on sale and may be obtained from the Superintendent of Documents, Washington, D. C., for 20 cents.

HOLLISTER HONORED

Corinth, the community he had served for 50 years as principal and as district superintendent of schools, gave a surprise reception and dinner on May 3d to Dr Abram Mark Hollister on his 80th birthday. His son, Harold E. Hollister, superintendent of the second supervisory district of Westchester county, was among the guests. Regent Owen D. Young, a former pupil of Doctor Hollister, sent a letter paying tribute to his high school teacher and lifelong friend.

COLTON SCHOOL BURNS

Fire drill proved its value on April 15th when 160 pupils filed out of the Colton High School as the building burned. The structure and all its equipment were destroyed at a loss estimated at more than $115,000.

V-5 CADET PROCEDURE

High school boys and college men who can complete their applications before they reach the draft age of 18 are eligible to apply for designations as naval aviation cadet candidates under the V-5 training program, according to the Naval Aviation Cadet Selection Board of the Third Naval District, with headquarters at 120 Broadway, New York City.

The requirements are exacting as to grades attained in school, health, strength and mental ability. After a boy has been approved as fit by his high school or college, he must prove to the selection board that he can meet all the qualifications. The high school pupil who passes these tests is ordered back to complete his training and will be given a year at some college, with pay at $50 a month, after which he will enter upon the aviation training program. In 23 months, he may obtain a commission if he passes all along the line.

The Navy has set up a list of accredited high schools in this program but has made arrangements to consider applicants from schools not on this list. A good knowledge of physics and mathematics is desirable. Further information may be obtained from the selection board at the New York City address.

CHILD CARE CONFERENCE

"Extended School Services for Children in Wartime" was the theme of the joint wartime conference of the New York State Association for Childhood Education and the New York State Association for Nursery Education, April 18th to 20th, at the Sagamore Hotel, Rochester.

Elementary Education

SCHOOLS REPORT CURRICULUM PROJECTS

Superintendent Andrew J. Burdick of Utica and the principals and teachers of the Utica elementary schools have introduced a science teaching program for children in the first six grades. To assist teachers in this undertaking Superintendent Burdick has recently held teachers' conferences throughout the city.

At Geneva, Superintendent W. Lynn Houseman is pushing forward a similar project in the elementary schools of that city which has been under way for four or five years. In connection with the Geneva program there has been established a nature museum and a nature museum news letter which goes out to each classroom monthly. Roseanna Wilson, a part-time teacher in one of the sixth grades, spends approximately half her time working in the nature museum. Miss Wilson also visits each of the elementary schools to help teachers and children with their science problems.

A committee of teachers from Hudson, at the request of Superintendent John T. Kaemmerlen, recently spent a day working with the Bureau of Curriculum Development, Division of Elementary Education, in setting up a social studies program for the city of Hudson.

Teachers in the third supervisory district of Wyoming county, under the leadership of Superintendent H. J. Harrison, have recently published a brochure on local history to guide the teaching of that subject in the Wyoming county schools. The pamphlet describes the Holland Land purchase, policies of land companies in early days, traces the early settlements and tells of transportation along the Turnpike, the Genesee river, the Erie canal and such early railroads as the Attica and Buffalo, the Silver Lake railway and the Rochester State line. Early schools, religious and patriotic societies and political parties are traced. The pamphlet closes with the roster of Wyoming's famous sons and daughters.

COMMUNITY RELATIONS IMPROVED

An example of the development of mutual understanding and cooperation among home, school and community is found in the work of the home-school-community relations committee of the New York State Association of Elementary Principals which was organized in Rochester in the spring of 1941 as a parent education committee for the area. After improving the working relations between the school and the home, for the better integration of education for the children, the committee extended its efforts to community relations. Members pooled their experiences in these fields and cooperated in publicizing their conferences.

The committee is compiling a case book of illustrative anecdotes of desirable home, school and community relation-

ships. School officials throughout the State are invited to submit records of their experiences in this field to the committee secretary, Stella M. O'Neill, Laurelton School, Hendale road, Rochester, for inclusion in this survey.

An example already reported, is that of Lake View School 7, Rochester, submitted by Mary K. Toomey, principal, which includes the following information on the areas of cooperation:

Lake View Nursery School promotes community relationships by

A Serving as a demonstration laboratory in child development and parent education
- 1 The 532 visitors this year could be divided into two groups
  - *a* Observers
    - (1) Nurses
    - (2) Parents
    - (3) Students (college)
    - (4) Teachers
  - *b* Participating adults
    - (1) Pupils' parents (mothers and fathers)
    - (2) Pupils' fathers for luncheon
    - (3) W. P. A. teachers and junior clerks in training

B Meetings of parents with the nursery school staff
- 1 Discussions on pre-school children, their growth and their needs
- 2 Conferences with head teacher
- 3 Home visits made by nursery school teachers. These include a conference with both parents together.
- 4 Social meetings which afford an opportunity to know group as people rather than just parents and teachers

C Parents working together on a project which is beneficial both to the children and to a national need.
- 1 Parents made puzzles by glueing attractive and appropriate pictures on uniform pieces of plywood and then cutting them into pieces.
- 2 Most of these 65 puzzles were sold, the proceeds going into a fund for Number 7 wartime needs. Some were given to the nursery school and kindergarten at Number 7 School.

D Eleven nursery school parents helped with sugar rationing.

EXTENDED SCHOOL SERVICES FOR CHILDREN

Evidence that the growing seriousness of the child care problem in New York State is recognized by educators is the fact that 24 communities have already applied for Lanham Act funds. At least 30 others have evidenced interest in making application. Another evidence is the New York legislative appropriation of $2,500,000.

For more than a year training of volunteer child care aids for work with children from two to five has been an important phase of the parent education program of the Bureau of Child Development and Parent Education. Bulletins and material for organizing, training and setting up child care centers have been mentioned in other issues of the BULLETIN TO THE SCHOOLS.

In the introduction to the latest bulletin, Extended School Service, a Program for Children (age 5–14 inclusive) of Mothers Employed in War Impact Areas, Dr George D. Stoddard, Commissioner of Education, says: "The schools carry a heavy responsibility in meeting this problem" [that is, child care problem]. This latest bulletin is valuable for its suggestions to superintendents who are confronted by the necessity of setting up some program for children from five to 14. The staff of the Division of Elementary Education has now been augmented for the purpose of giving technical assistance to school administrators who need this service. This bulletin was prepared by the Bureau of Instructional Supervision.

Higher Education

COLLEGE ENROLMENTS IN STATE DROP

College enrolments in New York State are declining with increasing rapidity, according to figures recently compiled by Dr John S. Allen, Director of the Division of Higher Education, State Education Department. Enrolment figures for February 1943 indicate 62,154 men in the various courses, which represent a drop of 18 per cent since last October. In the same period, the number of women in colleges of the State decreased 6 per cent to 57,073. Total enrolment in February 1942 was 119,227, a decline of 12 per cent since last fall.

The present emergency demand for doctors and dentists, Doctor Allen declared, is reflected in the deferment of these students by Selective Service and the maintenance of medical and dental schools at full enrolment. The former have the highest enrolment in their recent history and the dental schools have lost only 6 per cent from their 1942 peak.

Institutions suffering the greatest loss in students since 1940 are liberal arts graduate schools, colleges of business administration, home economics, journalism, law, library science, music, optometry, pharmacy and podiatry and the non-state-supported teachers colleges. Since last October, serious losses have been reported in colleges of agriculture, engineering, journalism, law and pharmacy.

Gains in enrolment were shown by seven liberal arts colleges, five being women's colleges and two coeducational. A 9 per cent decrease for all liberal arts colleges was the result of student losses among 46 colleges. These colleges since 1940 have lost 21 per cent of their enrolment. The losses might have been worse had not the students been signed up by the Enlisted Reserve Corps of the armed forces which require the men to remain in college until called to active duty. The Army Air Force reserves have been called to active duty already and it is expected the other services will call their reserves at the end of the present college term. This will probably reduce the total liberal arts enrolments by 50 per cent, Doctor Allen believes. Such colleges for men may suffer a 90 per cent reduction in enrolment.

Government-sponsored educational and training programs are being installed in most of the colleges of the State, Doctor Allen reports. Additions are being made every month, which prevents a final report on this phase of college education. Every branch of the federal armed services is represented at one college or more, and other federal units, such as the Civil Aeronautics Administration, are using college facilities in the State also. Training for women is under way at some institutions. Civilian defense authorities are also making use of college facilities.

Colleges are making adjustments in their curriculums and course offerings to help their regularly enrolled students to prepare for greater usefulness in the war effort, Doctor Allen declares. Physical education, nurse training, preparation of United Service Organization workers, camouflage, first aid, meteorology, new emphasis on plane and spherical trigonometry, maps, navigation or nautical

astronomy, world or military geography, electricity and physics, special chemistry courses, cryptography, psychology and war languages such as Japanese, Chinese, Albanian, Russian, Turkish, Arabic and Portuguese and the more familiar European languages, are being offered.

College faculties have also felt the effect of the war through a net decrease in their numbers of 681 in one year. Leaves of absence totaled 1323 in this period and 634 faculty members resigned or retired.

In the medical schools, 23 per cent of the students come from outside the State and in the dental schools the out-of-state enrolment is 8 per cent. If the first-year premedical and predental students are permitted to continue their courses, the medical and dental schools will have plenty of candidates available for 1944, Doctor Allen believes.

—o—

J. T. MC GURREN DIES

John T. McGurren, superintendent of the first district in Wyoming county for the past 32 years, died at Arcade, May 3d at the age of 67. He had served in this capacity ever since the district superintendencies were established, entering the service from his occupation as farmer, although he had studied for and practised the teaching profession for several years before.

He was a graduate of Pike Seminary High School, which later he was to serve as principal, and attended the State Normal Schools at Geneseo and Oneonta. He also attended New York State College for Teachers at Albany and Cornell University. He taught first in Bainesville and Wettersville. He was elected to the district superintendency in 1911.

DEAN HAWKES DIES

Dr Herbert E. Hawkes, dean of the college at Columbia University for 26 years, died May 4th at the age of 70.

He had championed liberal arts education and the modification of the college system to meet changing conditions. He opposed a reduction in the four-year requirement for the baccalaureate degree. In the college he fostered general courses that transcended departmental lines. One such course was inaugurated as a result of the first World War and was known as contemporary civilization. He followed the same system in science and the humanities. He developed the college advisory system for students and efficiency tests in foreign languages to take the place of course grades.

He was born in Templeton, Mass., and received his early training at Williston Seminary, Easthampton, Mass. After his graduation from Yale in 1896, he studied in Goettingen, Germany. He received the degree of doctor of philosophy from Yale in 1900. He was an assistant professor at Yale in 1903 and joined the Columbia staff as professor of mathematics in 1910 and was appointed dean in 1918. He had received the honorary degrees of doctor of humane letters from Hobart College in 1928, from Wabash College in 1928, from the University of Rochester and from Columbia University in 1929.

President Nicholas Murray Butler of Columbia University named Dean Hawkes to plan and administer the Navy's specialized training program at that institution during the current war.

Research

EFFECTS OF CLASS SIZE STUDIED

Class size as a factor in teaching and learning received further consideration in a survey recently completed by the New York Society for the Experimental Study of Education which was assisted by the New York Principals Association. The study was made at the invitation of Dr John E. Wade, superintendent of New York City schools.

The report of this undertaking points out that at least 267 separate treatments of class size and its implications have appeared in the literature since 1900 and that the results of these investigations, only one-half of which have been at least semiscientific or experimental in nature, reveal wide disagreement in the findings.

The latest New York City investigation took a new point of departure in that it was concerned primarily with the evaluation of the pupil's *social and physical growth* and of the development of his *personality and character*. These outcomes, it was felt, are equal in importance to academic achievement. Various elements of education were used as the basis for determining how to measure these developments and careful samplings were made among 200 classes, with pairings made to include not only comparable intelligence levels, but economic status and the quality of the teachers. The inquiry was confined to grades 4A to 6B.

An analysis was made of teachers' opinions as to the optimum class sizes, an objective study was made of the teachers' knowledges of pupil characteristics and an observational study was made on classroom practices and behaviors.

The weight of the findings favored the smaller sized classes, as the following general conclusions reveal:

Size of class is a major determinant of the reasonableness of the teaching load.

The median reasonable class size recommended by all teachers is 30.99. The median maximum class size, under favorable teaching conditions, recommended is 34.72.

The provision of more classes for retarded and problem pupils would be the single factor most likely to result in an upward revision of class size.

Of all the classroom conditions or activities evaluated in terms of expenditure of the teacher's time, energy and attention, the three involving the greatest degree of burden are directly related to class size.

In large classes, certain essential professional activities receive inadequate attention by teachers from 1.5 to 2.5 times as frequently as in small classes.

The two professional activities receiving least adequate attention are concerned with the individual treatment of children. In large classes these activities are neglected twice as often as in small classes.

Among the five professional activities receiving markedly inadequate attention in large classes are the maintenance of community relations and the study and follow-up of children presenting serious disciplinary problems.

Teachers of small classes know more about the individual pupils.

In reading and arithmetic greater use of individualized instruction is made in small classes than in large classes. In large classes there is a greater trend toward uniform class assignments.

Small class size is accompanied by greater diversification of learning activities and modes of expression in the social studies.

(Concluded on page 368)

Adult Education

SYRACUSE NATURALIZATION CEREMONIES

Special ceremonies to honor the naturalization of 453 aliens were held in the ballroom of the Hotel Syracuse in Syracuse on April 8th, with 1500 men and women attending. The observance was arranged by the Americanization League, the United States Immigration and Naturalization Service, the boards of education of Syracuse and Onondaga county and the board of vocational and extension education.

The group of new Americans had been naturalized during the previous two days and included 311 Italians, 31 Germans, two Rumanians and one Hungarian, all "enemy aliens," the first naturalized since December 7, 1941.

Among the special guests were Earl Harrison, recently appointed United States Commissioner of Immigration and Naturalization; Mayor Thomas E. Kennedy of Syracuse; Superintendent of Schools G Carl Alverson; T. A. Levy, president of the Americanization League, and Supreme Court Justice Abram Zoller of Little Falls, of the fifth judicial district, who had presided for two days and an evening over the naturalization court with what was described as rare thoroughness, patience and friendliness.

A pageant, "My Country - - -'T is," was presented during the ceremonies.

Caroline A. Whipple, Chief of the Bureau of Adult Education, State Education Department, reported that "just being present at this friendly and democratic gathering was an inspiration to any American native born or newly naturalized citizen who hopes for a new unity and understanding among all the people who make the country America."

SCHOOLS PROMOTE COMMUNITY PROGRAMS

Salamanca schools are taking the lead in an all-inclusive scheme of community organization intended as a permanent coordinating agency. Proposed by Superintendent Richard A. Jensen, the idea was fostered by two service clubs and practically all the groups in town are now taking part in the plans. First, a program of discussion, forum and institute meetings is to be organized, laying the basis for community-wide projects in civic education, recreation, health and other fields.

Dunkirk in a somewhat similar fashion is bringing all its organizations together to foster, first, community discussion that will lead to unified action. In that city a lecture series was replaced by a discussion forum, which in turn is changing into a community council.

CENTRAL REGISTRATION LAW UNCHANGED

The amendment to the Election Law, known as chapter 852, Laws of 1942, providing for central registration, was not changed or amended by the 1943 Legislature. The law continues in force. It will be necessary, therefore, for the schools to provide an opportunity for an absentee voter to secure a certificate of literacy between June 1st and September 30th, according to Jay R. Crowley, supervisor in the Bureau of Adult Education. These certificates of literacy are issued to new voters, that is, to persons who have recently become entitled to vote.

During the central registration period, ending September 30, 1942, only a very few communities issued certificates of literacy. For the most part, there were no certificates issued in the rural sections. Since the board of registry for the rural sections especially conducts all its meetings at the county seat, the superintendent or principal of the school located at the county seat should be authorized to conduct the tests and issue certificates to all new voters who may make applications for the certificates. A new voter residing anywhere in the county is eligible to apply for the certificate.

IN FEDERAL POST

Burritt C. Harrington, supervisor in the Bureau of Adult Education since last October, whose resignation was mentioned in the April issue of the BULLETIN TO THE SCHOOLS, accepted a position with the United States Immigration and Naturalization Service, with headquarters in Philadelphia. His new position as educational specialist in the federal service will give him opportunity to effect a closer relationship among that service, public schools and civic organizations working with aliens and other foreign-born adults.

—o—

The New York City chapter of the New York State Association for Nursery Education had its spring conference at the Hotel Pennsylvania in New York City on May 22d.

ADULT EDUCATION MEETING

The prospects and problems created by the war were discussed at a regional conference on adult education at the Henry Hudson Hotel in New York City, May 19th and 20th. Sponsors included the American Association of Adult Education, the New York Adult Education Council, the New Jersey Council on Adult Education, the New York State Association for Adult Education, the Pennsylvania State Association for Adult Education, the Adult Education Council of Greater Boston and the Adult Education Program in Delaware.

Leaders in studies on various theaters of war, including the home front, and educators looking toward training programs after the war took part, presenting papers or participating in panel discussions.

With the Board of Regents

APPOINTMENTS MADE TO STATE BOARDS

Routine matters taken up by the Board of Regents at the April meeting in New York City included the following:

Appointment of William A. Hamm, assistant superintendent of schools in New York City, as ex officio member of the examinations revision committee of the State Examinations Board

Reappointment of Walter N. Dean, New York City, to the Board of Certified Public Accountant Examiners for a five-year term beginning April 18th

Reappointment of Roy G. Finch, Albany, to the Board of Examiners of Professional Engineers and Land Surveyors for a three-year term beginning May 1st

Reappointments of Samuel J. Broad and Norman J. Lenhart, both of New York City, as members of the Certified Public Accountant Committee on Grievances for five-year terms beginning May 1st

Admissions to The University of the State of New York of the Benjamin Franklin High School and the William Howard Taft High School, both of New York City, as of high school grade, covering the ninth through the 12th years

Advancement in grade of the Somers Central School and the Voorheesville Union School from middle high school grade, covering the ninth year, to high school grade

Change in name of the Voorheesville Union School to the Voorheesville Central School

Provisional charter to the Salina Free Library

Revocation of charters of the American Bible Training School of Brooklyn; the Roerich Museum, and the Uruswati-Himalayan American Scientific Station, both of New York City

Amendment to the charter of the Jewish Theological Seminary of America to include new advanced degrees and to modify others

Absolute charters to the Master Institute of United Arts Inc. of New York City; the Farmers' Museum of Cooperstown, and the Bill of Rights Commemorative Society of New York City

—o—

SAFEGUARDING CHILDREN

To offset the difficulty for many to realize that an entire world is at war, aside from the effects of rationing, four articles on Safeguarding Young Children in a World at War have been reported by the New York State Association for Nursery Education. They are the addresses made by Mrs Lin Yutang, chairman of the Chinese Women's Relief Association; by Mrs Alva Myrdal, director of Training College for Nursery School and Kindergarten Teachers, Stockholm, Sweden; by Dr Andree Royon, a well-known psychiatrist from Belgium, and by Jessica Smith, editor of Soviet Russia Today. Theo Reeve, field representative, Division of Elementary Education, State Education Department, is president of the state association.

THESE, OUR AMERICANS

The books listed below provide information about Americans of foreign descent. The books will give to native-born citizens a fuller appreciation of what different countries have contributed to America and will likewise introduce some of the special problems of adjustment that naturalized citizens must make in order to share fully and constructively in American life.

The list is brief and contains only selected, popular publications of the past few years. Such excellent and well-known titles as: Mary Antin's Promised Land; Bercovici's On New Shores; Panunzio's Soul of an Immigrant and Making of an American by Riis have been omitted since they are well known to most librarians, teachers and readers. These older titles and others like them should not, however, be forgotten.

Adamic, Louis. From many lands. Harper. $3.50

In this, the first volume of the author's group of independent books which will deal with immigration, Americanization and their relation to freedom and democracy, there are presented intimate, interesting life stories of immigrants from Bavaria, Croatia, Bohemia, Finland, Pomerania, Greece, Armenia, Slovenia, Holland and Mexico. Included also is the autobiography of a California-born Japanese. Taken into consideration are the immigrant's problems, America's problems in relation to the immigrant, assimilation, the immigrant's spiritual and cultural contributions and the importance to a United America of the friendly attitude of older Americans toward newcomers. (Bookmark)

Adamic, Louis. What's your name? Harper. $2.50

An informal treatise on the subject of European-American surnames: why do some immigrants change or Anglicize their names, why do others not do so, and what effect does the change or the lack of it have upon their lives and fortunes.

Anderson, N. M. Swede homestead. Caxton Printers. $2.50

In 1893 a Swedish immigrant began, alone, the clearing of a homestead on the shore of Lake Coeur d'Alene in Idaho, while his wife worked as a domestic in Spokane. Later a brother joined him and together they built a cabin, hunted and cut timber. Homely incidents related with no literary skill, often in Swedish dialect. (Booklist)

Babson, N. L. Look down from heaven. Reynal. $2.50

The story of Mary, American-born daughter of Finnish parents, and the days of her childhood and youth in a Massachusetts seaport village during the years 1905–19.

Bell, Thomas. Out of this furnace. Little. $2.50

In 1881 George Kracha, a Hungarian immigrant, arrived in New York and shortly after, reached his destination in Pennsylvania, where he became a worker in the steel mills at Homestead at 10 cents an hour. A little over half a century later John Dobrejcak, grandson of Kracha, electrician in the steel mills, helped organize his coworkers in the Committee for Industrial Organization. Thomas Bell in his new novel tells the story of the immigrant family through the five decades and makes of it a saga of brave and humble folk that is typically American. (Books-N. Y. Herald Tribune)

Benjamin, R. S., *ed.* I am an American, by famous naturalized Americans; with an introduction by Archibald MacLeish; foreword by Francis Biddle. Alliance Book Corp. $1.50

This book is made up of radio broadcasts given by famous citizens by adoption on a program prepared by the Immigration and Naturalization Service of the United States Department of Justice.

Common Ground. Common Council for American Unity, 222 Fourth av., New York. $2

A quarterly magazine, providing a unique source of information in reference to Americans of foreign descent and their role as makers of America.

De Capite, Michael. Maria. Day. $2.50

A story of Italian-American families in the United States. It successfully describes the life of an immigrant in America with sympathy and understanding. Maria, an American born of Italian parents, submits to an arranged marriage and the story revolves around her and her efforts to bring her children up as good Americans.

Forbes, Kathryn. Mama's bank account. Harcourt. $2

Stories of the author's childhood and youth as a member of a San Francisco family of Norwegians whose five youngsters were American born.

Gumpert, Martin. First papers; tr. by Heinz and Ruth Norden. Duell. $2.75

A cultured man of letters and physician, the German author five years ago fled the frenzy of destruction that has befallen Europe and, arriving in America "with nothing but his naked life," took out his first citizenship papers. Representing the more successful type of emigré, as well as those who are in dead earnest about their sworn intention of becoming American citizens, Martin Gumpert gives his impressions of American life, frequently contrasting, with analytical penetration, European with American ways, while describing the emigré's problems, perplexities and adjustments. (Bookmark)

Hayes, Dorsha. American primer. Alliance Book Corp. $1.50

The author, who believes government is everybody's business, has written for the man in the street a brief, direct and challenging introduction to American political, social and economic life. In clear, ringing tones which vibrate with feeling and conviction, she sounds a patriotic clarion call to every American to exercise his privileges and duties in the realization and preservation of the best in the American way of life. (Bookmark)

Kalnay, Francis, & Collins, Richard, *eds.* The new American. Greenberg. $2.75

A handbook for aliens, refugees and new citizens, covering needs and important problems of foreigners living in America. "Not only are educational requirements and procedures involved in naturalization included, but equal consideration is given to information on alien rights and restrictions, the Nationality Act of 1940, the refugee situation, employment, the Social Security Act, institutions serving the foreign-born and a diversity of other pertinent subjects. Questions and answers, in four major languages besides English, on the Constitution and federal government." (Bookmark)

La Piere, R. T. When the living strive. Harper. $2.50

Lew Gan, a näive Chinese boy, arrives in San Francisco, cherishing the idea that here are "golden mountains" from which he can chip gold to fill his little pigskin sack. In an absorbing and entertaining story, revealing with psychological acumen Lew Gan's character and devious mental processes, he is followed through the years from the time he is made a member of his uncle's tong and works in his shop, till, after many ups and downs in his own business ventures and after various encounters with tong warfare and murders, he decides that old, traditional ways are best, and plans to take his children, used only to modern American life, back to his native village that the family on its native soil may prosper and "become renowned." (Bookmark)

Lowe, Pardee. Father and glorious descendant. Little. $2.50

An entertaining and meaningful account of the life of a young Chinese-American and his China-born father. Two generations and two cultures are portrayed in a sympathetic manner.

Mangione, Jerre. Mount Allegro. Houghton. $2.50

Lusty, quarrelsome, happy life in a Sicilian colony in Rochester, N. Y., told as the memoirs of a son of the family. The older people resisted Americanization and the English language, and preserved Italian customs; the author when he visited Sicily found replicas of his relatives there. Louis Adamic says "Although 'Mount Allegro' reads like fiction, it is folklore, sociology, portraiture and drama, all rolled into one, and result is a highly enjoyable and informative book."

Meller, Sidney. Home is here. Macmillan. $2.50

The story of the Dorellis, a family of Italian immigrants in San Francisco during the early 1900's.

Pine, Hester. The waltz is over. Farrar. $2.50

A solid story of three generations of German-Americans.

Rizk, Salom. Syrian Yankee. Doubleday. $2.75

A destitute orphan in Syria learned at 14 that he was an American, with brothers in the United States. It took him five years to make his way to this country, and then to Ames, Iowa. There he made his living as a shoemaker while attending school, and later, under the sponsorship of Reader's Digest, made lecture tours. His story of Americanization is fresh and inspiring. (Booklist)

Saenger, Gerhart. Today's refugees, tomorrow's citizens; a story of Americanization. Harper. $3

A sympathetic study of the personal problems of the refugee and their effect upon him as a human being. Designed to lead to a better understanding of the refugee, this discussion by a trained social scientist, and based on interviews and investigation, vividly portrays the adjustments the refugee is forced to make and also his contributions to American life. Index.

Saroyan, William. My name is Aram. Harcourt. $2.50

A whole gallery of genre portraits emerges from these slight amusing episodes, stemming from the author's own experiences as a member of an Armenian family living "in the most amazing and comical poverty" in the San Joaquin valley 20 years ago. The laughing Aram, the narrator, is, however, the typical ebullient American schoolboy. Colored frontispiece and pencil drawings by Don Freeman. Some of the stories have appeared in magazines. (Bookmark)

—o—

CUT IN PUBLICATIONS

Use of paper for books, newspapers and magazines has been sharply restricted by government order. Libraries will probably be most affected by policies adopted by the magazine publishers.

Some periodicals will take no new subscriptions from libraries and all subscriptions will be cut off at expiration. No free copies will be sent.

With shortage of help, publishers require more time to enter subscriptions and since many companies will consider expired subscriptions as new subscriptions, libraries are advised to place renewals early.

—o—

The Council of School Superintendents will hold its annual meeting at the Hotel Syracuse September 26th to 28th.

VICTORY BOOK CAMPAIGN

The Second Victory Book Drive brought about three million selected books for the armed forces at home and abroad. This large number is less than actual requests on hand from military and naval officers. New York's contribution is about one half million, less than half the number given in the first drive.

The campaign will continue.

The Book Preparation Centers closed April 25th, as W.P.A. help was withdrawn. All books are now to be sorted and packed carefully in the various libraries before shipment to warehouses or military and naval units designated by V.B.C. headquarters.

The state director urges every librarian to consider the supply of books to soldiers as his chief war effort.

—o—

MAIL TO READERS

Millbrook Free Library has recently inaugurated a mail service to the inhabitants of the town. Books are sent to readers who can not get to the library at a charge to the reader including only postage to and from the library.

—o—

CLASS SIZE

(*Concluded from page 362*)

Small class size permits children to contribute more abundantly the relevant materials of learning.

In small classes there is greater attention to the development of desirable social outcomes and a greater reliance on cooperative pupil-teacher planning and participation as a basis of social control. In classes of large size the basis of social control is more often a reliance on reprimands, orders and mass activity.

Design for Reading

RECENT BOOKS FOR YOUNG PEOPLE, PART I

A LIST OF TITLES RECOMMENDED FOR USE IN JUNIOR AND SENIOR HIGH SCHOOLS
BY ANNA CLARK KENNEDY, RUTH EVANS BABCOCK AND OTHER
MEMBERS OF THE STATE EDUCATION DEPARTMENT

From the many important, timely and attractive books published recently the titles which follow have been selected as interesting to young people and, either because they are significant in relation to world affairs or because they contribute to secondary school purposes and programs. Necessarily the list shows the influence of the war, which is affecting every phase of American life and thought. Some of the other readable and important books of the year will be included in the list to be published in the June issue of this magazine. For additional suggestions teachers and school librarians planning book orders and reading lists should consult the Standard Catalog for High School Libraries, the Booklist and the Bookmark as well as the bibliographies which have been published in the earlier issues of the BULLETIN TO THE SCHOOLS. Difficult books and books that appeal to more mature pupils are marked *s*.

WAR NARRATIVES

Austin, A. B. We landed at dawn, the story of the Dieppe raid. Harcourt. 1943. $2

Casey, R. J. Torpedo junction; with the Pacific fleet from Pearl harbor to Midway. Bobbs-Merrill. 1942. $3.50

Dickinson, C. E. The flying guns; cockpit record of a naval pilot from Pearl Harbor through Midway. Scribner. 1942. $2

Divine, A. D. Firedrake, the destroyer that wouldn't give up. Dutton. 1943. $2.75

Floherty, J. J. The courage and the glory. Lippincott. 1942. $2.25

Gramling, Oliver, & others. Free men are fighting, the story of World War II. Farrar. 1942. $3.50

Hargrove, Marion. See here, Private Hargrove. Holt. 1942. $2

Holman, Gordon. Commando attack. Putnam. 1942. $2.50

Johnston, Stanley. Queen of the flat-tops; the U. S. S. Lexington and the Coral sea battle. Dutton. 1942. $3

Lardner, John. Southwest passage, the Yanks in the Pacific. Lippincott. 1943. $3

Michie, A. A. & Graebner, Walter, *eds.* Their finest hour; first-hand narratives of the war in England. Harcourt. 1941. $2.50

Monsarrat, Nicholas. H. M. Corvette. Lippincott. 1943. $1.75

Reynolds, Q. J. Dress rehearsal, the story of Dieppe. Random House. 1943. $2

Romulo, C. P. I saw the fall of the Philippines. Doubleday. 1942. $3

Saint Exupery, Antoine de. Flight to Arras. Reynal. 1942. $2.75

Tregaskis, Richard. Guadalcanal diary. Random House. 1943. $2.50

Trumbull, Robert. The raft. Holt. 1942. $2.50

Weller, George. Singapore is silent. Harcourt. 1943. $3

Whelan, Russell. The Flying tigers; the story of the American volunteer group in China. Viking. 1942. $2.50

White, W. L. They were expendable. Harcourt. 1942. $2

Wolfert, Ira. Battle for the Solomons. Houghton. 1943. $2

AVIATION

Adams, Jean, & others. Heroines of the sky. Doubleday. 1942. $2.50
Biography.

Arnold, H. H. & Eaker, I. C. Army flyer. Harper. 1942. $2.50
All phases of military flying.

Columbia University. Teachers College. Aviation Education Research Group. Science of preflight aeronautics for high schools. Macmillan. 1942. $1.32 (Air-age education series)

DeSeversky, A. P. Victory through air power. Simon. 1942. $2.50

Gann, E. K. Getting them into the blue. Crowell. 1942. $2
Design and manufacture of airplanes.

Hatch, Alden. Glenn Curtis. Messner. 1942. $2.50 (7–9)

Jordanoff, Assen. Jordanoff's illustrated aviation dictionary. Harper. 1942. $3.50

Keliher, A. V. & others, *eds.* Air workers today. Harper. 1942. $1

Leyson, B. W. Wings for offense. Dutton. 1942. $2.50
A completely revised edition of *Wings of Defense.*

McDonald, E. F. Youth must fly, gliding and soaring for America. Harper. 1942. $2.50

Michaelis, Ralph. From bird cage to battle plane; a history of the R. A. F. Crowell. 1943. $2.75

The model plane annual. 1943. McBride. 1943. $2.50

Munday, A. M. Captains of the sky. Row. 1942. 96c (The way of life series)

Nebraska University. Teachers College. Aviation Education Research Group. Elements of pre-flight aeronautics for high schools. Macmillan. 1942. 96c (Air-age education series)

Planck, C. E. Women with wings. Harper. 1942. $2.75

Shenton, Edward. On wings for freedom. Macrae-Smith. 1942. $2 (7–8)

Steinbeck, John. Bombs away. Viking. 1942. $2.50

Winston, R. A. Aircraft carrier. Harper. 1942. $2 (6–8)

Young America's Aviation Annual. 1942–1943. McBride. 1942. $2.50

Zim, H. S. Parachutes. Harcourt. 1942. $2.50

Aviation — Stories

Bechdolt, J. E. Junior air raid wardens. Lippincott. 1942. $1.75 (7–8)

Brier, H. M. Sky freighter. Random House. 1942. $2 (7–9)

Innes, Hammond. Attack alarm. Macmillan. 1942. $2.50
The R. A. F. during 1940.

Lent, H. B. Air patrol; Jim Brewster flies for the U. S. Coast Guard. Macmillan. 1942. $2

——— Bombardier; Tom Dixon wins his wings with the bomber command. Macmillan. 1943. $2

O'Malley, Patricia. Wider wings. Greystone Press. 1942. $2

Simmons, M. I. Sally wins her wings. Crowell. 1943. $2

Tunis, J. R. Million-miler; the story of an air pilot. Messner. 1942. $2.50

NEIGHBORS NEAR AND FAR

*s*Abend, Hallett. Ramparts of the Pacific. Doubleday. 1942. $3.50

Bonner, M. G. Canada and her story. Knopf. 1942. $2 (7–9)

Broderick, A. H. North Africa. Oxford Univ. Press. 1943. $1.25 (The World Today)
Other titles in this series include *The Canadian Peoples* by B. K. Sandwell, *South America* by J. B. Trend.

*s*Chamberlin, W. H. Canada, today and tomorrow. Little. 1942. $3

*s*Diamant, Gertrude. Days of Ofelia. Houghton. 1942. $2.75
Mexico.

*s*Farson, Negley. Behind God's back. Harcourt. 1941. $3.50
Africa.

Follett, H. T. Ocean outposts; new rev. ed. Scribner. 1943. $2
Islands of the southeastern Pacific.

*s*Grattan, C. H. Introducing Australia. Day. 1942. $3

*s*Grew, J. C. Report from Tokyo. Simon. 1942. $1.50; pa. $1

sInman, S. G. Latin America; its place in world life; rev. ed. Harcourt. 1942. $3.75

Quinn, Vernon. Picture map geography of Mexico, Central America and the West Indies. Stokes. 1943. $2

sTaylor, G. E. America in the new Pacific. Macmillan. 1942. $1.75

Undset, Sigrid. Happy times in Norway. Knopf. 1942. $2

THE UNITED STATES

Bennett, H. H. & Pryor, W. C. This land we defend. Longmans. 1942. $1.50

Bogart, E. L. & Kemmerer, D. L. Economic history of the American people. Longmans. 1942. $3.75

The third edition of this economic history contains an extensive revision of the second half of the book.

Brown, W. B. & others. America in a world at war. Silver. 1942. $1.80

Carmer, C. L. America sings; stories and songs of our country's growing. Knopf. 1942. $3

Chamberlain, Samuel. Fair is our land. Hastings House. 1942. $5

Photographs, etchings, wood engravings of all parts of the United States — grouped under the headings: towns and villages, inland waters, the farm, the countryside in the East and South, the great West, our architectural inheritance, mountain ranges and the Nation's parks, the sea coasts.

A luxury, but a luxury that brings many values — and that contributes particularly to visualizing America and to an enjoyment of the graphic arts.

sCochran, T. C. & Miller, William. Age of enterprise; a social history of industrial America. Macmillan. 1942. $3.50

The development of commerce, industry, labor and agriculture between the years 1800 and 1930 is presented in lively language.

Driggs, H. R. Westward America. Lippincott. 1942. $4.50

A pictorial history of the development of the American West. The personal experiences of the author and illustrator give atmosphere and tone to the book.

Dyett, J. G. From sea to shining sea. Oxford Univ. Press. 1943. $2.50

Answering the question "What is America?" Dyett presents America today — the land, the people and their work with many photographs, and a brief, concise text.

Goslin, R. C. A. & others. American democracy today and tomorrow. Harcourt. 1942. $2.12

A textbook on the problems of democracy with many excellent charts and good bibliographies.

Havighurst, Walter. The long ships passing; the story of the Great Lakes. Macmillan. 1942. $3

Lamprey, Louise. Building a republic. Stokes. 1942. $2.25 (7–8)

"Attempts to give thoughts and opinions of people on the scene."

sNevins, Allan, & Commager, H. S. America; the story of a free people. Little. 1942. $3

A brief history of the United States.

Pach, Alfred. Portraits of our presidents, the Pach collection. Hastings House. 1943. $1.50

Photographs.

Potter, Jean. Alaska under arms. Macmillan. 1942. $2

Rothery, Agnes. Washington roundabout. Dodd. 1942. $2 (7–9)

Stefansson, Evelyn. Here is Alaska. Scribner. 1943. $2.50

PLANNING FOR THE POSTWAR WORLD

Beveridge, William. Social insurance and allied services. Macmillan. 1942.

sWhitaker, J. T. We cannot escape history. Macmillan. 1943. $2.75

Brief account of the world at the outbreak of the present war and the efforts of the democracies to survive.

sWillkie, W. L. One world. Simon. 1943. $2

For other books and pamphlets on this subject, see *Bibliography on Postwar Planning*, reprinted from the BULLETIN TO THE SCHOOLS, January 1943.

OTHER SOCIAL STUDIES

Baity, E. C. Man is a weaver. Viking. 1942. $2.50 (7–9)

Textile industry and fabrics.

Bart, Barry. A book of battles; from Troy to Bataan. Garden City. 1942. $1

Crump, Irving. Our United States secret service; how the agents of the Treasury Department carry on war against counterfeiters in their protection of the Nation's currency. Dodd. 1942. $2

Foster, C. J. This rich world; the story of money. McBride. 1943. $2

St Clair, Labert. Transportation; land, air, water; new & rev. ed. Dodd. 1942. $2.75

The revised edition has new material chiefly in the chapter on Aviation at the crossroads.

Sterne, E. G. We live to be free. Farrar. 1942. $2

Ideas and leaders important in the development of democracy from the time of Solon to the present.

Zim, H. S. Submarines. Harcourt. 1942. $3

SCIENCE

The titles in this list are recommended by Ellis L. Manning, supervisor of science, New York State Education Department.

Albert, A. L. Electrical fundamentals of communication. McGraw. 1942. $3.50

Recommended strongly for teachers of radio and of physics. For radio pupils and the more able and interested physics pupils.

Carlisle, N. V. Your career in chemistry. Dutton. 1943. $2.50

DuBois, J. H. Plastics. American Technical Society, Drexel av. & 58th st., Chicago. 1942. $3

For senior high school chemistry pupils especially, and for teacher reference.

Duncan, J. C. Essentials of astronomy. Harper. 1942. $1.85

For senior high school pupils interested in astronomy and for the more able junior high school pupils. Good reference for teachers.

Fenton, C. L. & Fenton, M. A. Mountains. Doubleday. 1942. $2.50

Freeman, Mae, & Freeman, Ira. Fun with science. Random House. 1943. $1 (6–8)

Frier, W. T. Elementary metallurgy. McGraw. 1942. $1.75

For metallurgy pupils in technical high schools and for the more able chemistry pupils. Good reference material for chemistry teachers.

Morgan, A. P. Getting acquainted with electricity. Appleton-Century. 1942. $3

For junior high school pupils. Chapters on capacitors, alternating currents and radio are suitable for physics pupils.

——— Getting acquainted with chemistry. Appleton-Century. 1942. $2.50

For junior high school pupils, and for the less able senior high school pupils.

Peattie, Roderick. How to read military maps. George W. Stewart, 67 W. 44th st., New York City. 1942. $1.50

For earth science and topography pupils.

Ratcliff, J. D. Science yearbook of 1943. Doubleday. 1943. $2.50

Background reading for junior and senior high schools.

Starr, V. P. Basic principles of weather forecasting. Harper. 1942. $3

Earth science and meteorology teachers and pupils will use this book.

Stokley, James. Science remakes our world. Ives Washburn. 1942. $3.50

Background reading for senior high school pupils, and possibly the more able junior high school pupils.

Teale, E. W. Near horizons; the story of an insect garden. Dodd. 1942. $3.75

Vetter, E. G. Visibility unlimited; an introduction to the science of weather and the art of practical flying. Morrow. 1942. $4

For earth science, physics, meteorology and navigation pupils — and for many a general science pupil.

Wylie, C. C. Astronomy, maps and weather. Harper. 1942. $3

Recommended strongly for pupils in physics, earth science and navigation classes. Excellent reference for the more able general science pupils.

Yost, Edna. American women of science. Lippincott. 1943. $2

SCHOOL.

Superintendent's Certificate.

This Certifies

That I have this day Examined Miss Celesta A. King and believe her to be **WELL QUALIFIED,** in respect to Moral Character, Learning and Ability, to instruct a Common School in this Town for One Year from the date hereof.

Given under my hand, at Fort Byron this 19 day of April 1854.

L. S. French

Town Supt. of Common Schools.

Printed & Sold by Smith, Fisher & Brown, Rochester.

This Certificate Was Issued to the Mother of E. H. Kerns of Woodsport, Who Sent It to the New York State Library for Its Collection of Historic Documents. Miss King Received $1.50 a Week and Boarded Herself, She Wrote on the Back of the Certificate.

It
ng